

# ABSTRACTS & PRESENTATIONS

Internationalisation in Higher Education Symposium, the University of Sydney, Friday 29 November 2019

9:00 AM – 9:40AM	<p><b>Opening Address</b>  <b>Prof. Philippa Pattison AO, Deputy Vice Chancellor (Education), the University of Sydney</b></p>	
9:40AM – 10:25AM	<p><b>1<sup>st</sup> Keynote Presentation: Curriculum internationalisation: ‘Meeting’, the imaginary, and radical pedagogies to foster interculturality</b>  <b>Dr Craig Whitsed (Curtin University)</b></p> <p>The University of Sydney has, as part of its vision and values, an emphasis on diversity, inclusion, openness and engagement. This presentation, thus takes as its starting point, Martin Buber’s ideas on dialogue and meeting. For Buber, ‘all real living is meeting’ and in this maxim he stresses the relational, community, dialogue, and inclusion. The contemporary geo-political and economic environments are manifesting as forces of alienation, isolationism and othering impacting all sections of society including institutions of higher education. Inspired by the work of Henry Giroux, the presentation situates internationalisation of the curriculum in an era of complexity and the narrowing of <i>possibility</i> because of neo-liberalism’s dominance over the social imaginary. It questions and elaborates how this might be addressed in contemporary contexts and learning spaces through curriculum internationalisation. Drawing on the work of Betty Leask and Ronald Barnett, it argues the need for imaginative approaches to curriculum development and alternative pedagogies to better foster students’ cultural capabilities and prepare them to negotiate the <i>new realities</i> of uncertainty, othering and the discourses of dehumanisation.</p>	
<p><b>1<sup>st</sup> PARALLEL SESSION</b></p>		
<p>Session Chair: Dr Helen Parker</p>		<p>Session Chair: Dr Gabrielle Russell</p>
11:00 AM – 11:30AM	<p><b>Host community impact of learning abroad: strategies for sending institutions</b>  <b>Prof. Chris Ziguas (RMIT)</b></p> <p>This presentation discusses how internationally mobile students affect the communities in which they study, with a focus here on study abroad programs of one year or less, and how sending institutions can design and manage programs to achieve positive impact. The paper considers emergent ethical, practical and pedagogical rationales for a more thorough consideration of host communities as key stakeholders in learning abroad. It then examines the changing theoretical framing of host-community impact in scholarly and practitioner</p>	<p><b>Interculturalisation in Settler Contexts: Perspectives from Australia and Canada</b>  <b>Professor Michelle Barker, (Griffith University) (Presenter); Dr Amanda Daly (Griffith University); Dr Kryra Grayson, (Thompson Rivers University, Canada)</b></p> <p>In recent years scholars of higher education have been questioning the meaning and direction of internationalisation. The focus on international students is common in countries with settler histories and immigration agendas: Australia and Canada are examples of this phenomenon. This presentation outlines the perspectives of two</p>

	<p>literature, charting the evolution in learning abroad scholarship from an earlier focus on harm-minimisation to more recent emphasis on the need to ensure mutual benefit as a core feature of program design. The role of local hosts organisations is examined, with a focus on enhancing local partners' agency in shaping the objectives, design and practice of short-term mobility experiences. The final section presents some practical strategies for education abroad practitioners, conscious of the diversity of institutions, disciplines, destinations and students involved. This presentation will assist participants to recognise the range of impacts that short-term learning abroad can have on host communities, recognise the ways in which local partner organizations act as intermediaries between visitors and local communities, and develop explicit engagement with host communities through partner organizations, in determining program objectives, design and teaching.</p>	<p>Australian and a Canadian teaching and learning professional who promote inclusive, multiple perspective pedagogies, while working in academic contexts where internationalisation and Indigenisation often exist as if in parallel tracks within learning and teaching theory and practice. As such, a holistic approach to intercultural learning is sidelined through the separation of these agendas.</p> <p>Certainly, some institutions have specified graduate attributes to develop students' competencies to be effective in culturally and linguistically diverse (CALD) contexts, and also to be culturally capable when working with First Australians. However, most programs to 'internationalise the curriculum' have not appropriately acknowledged Indigenous perspectives or knowledges. We propose 'interculturalisation of the curriculum' as an effective intersection of these agendas within the same institutional strategy. The presentation will stimulate discussion of delegates' recommendations about intercultural curricular strategies that would enhance students' competencies for engaging effectively with people from culturally and linguistically diverse backgrounds.</p>
<p>11:30AM – 12:00PM</p>	<p><b>Unlearning boundaries while crossing borders: Teacher education students on an overseas teaching placement</b>  <b>Dr Debra Talbot &amp; Dr Matthew AM Thomas (University of Sydney)</b></p> <p>In this presentation we take up the notion of 'cultural boundaries', as referred to in the University of Sydney Graduate Attribute- 'cultural competence', to discuss the development of intercultural knowledge experienced by teacher education students on an overseas teaching placement. In NSW, the conditions governing teacher placements are strictly regulated by the teacher accreditation authority, NESA. While many scholars and disciplines have shifted away from a discrete 'people and cultures' view of the world, the distinction drawn between international and domestic placements by NESA and the texts that govern professional</p>	<p><b>Cultural identities and Power Dynamics: how boundary objects facilitate change in inter-cultural communications</b>  <b>Bonnie Stanway (University of Sydney)</b></p> <p>Universities around the world are experiencing an influx of Chinese students eager to seek a higher education in a foreign country. This transformation in student demographic has generated tensions and challenges for both students and University staff, which are still poorly understood. International students are often framed as needing to remodel themselves to the host context to be successful in their studies abroad, but scholars are now beginning to consider the value of embracing the cultural, linguistic and academic assets that international students bring to Universities. As such, this inter-cultural communications study goes direct to the hive-mind of Chinese international students by looking at the ubiquitous Chinese social media platform,</p>

	<p>experience in ITE programs seem founded on an outdated view of place and how culture—including schooling and teaching culture—is spatialised.</p> <p>Integrating theory, empirical research, and applied educational practice, we draw on data gathered from preservice teachers, positioned as knowers of their own experience and learning, to raise the possibility of international placements as a ‘third space’ in which learning is emplaced. In this space, learning about theory and practice coexist in ways that shift, dissolve, and remake flexible boundaries. Working in such a space provided researchers and teacher education students with unique opportunities to develop awareness of how school students, teachers, and community members may operate from varied ways of knowing, including epistemologies other than that of the dominant culture in which they have previously been immersed.</p>	<p>WeChat. Early findings from a pilot study indicate that WeChat acts as a boundary object, enabling Chinese international students and University staff to develop coherence across their intersecting social worlds. This doctoral research affiliates with the fields of inter-cultural communications, process sensibilities and boundary objects. Weaving their conversations together for the first time this research explores how boundary objects facilitate change in inter-cultural communications in Universities, specifically, change in cultural identities and power dynamics for Chinese international students and University staff.</p>
<p>12:00PM – 12:30PM</p>	<p><b>Academic literacy at the cultural crossroads: Mediating teachers' expectations and students' understandings</b> Dr Maria Chisari, Dr Arlene Harvey and Dr Theresa Millman (University of Sydney)</p> <p>The Learning Centre at the University of Sydney has been supporting international students since the move towards the internationalisation of the Australian higher education sector in the 1980s. The predominant theoretical frameworks that underpin our work are functional linguistics (Halliday &amp; Matthiessen, 2004; Rose &amp; Martin, 2012) and academic literacies (Lea &amp; Street, 1998), approaches that aim to make explicit the assumptions underlying academic language, associated knowledge practices, and the socio-cultural aspects of communication in our Western education system. While faculty teachers seek to identify and clarify assumptions and expectations in their curricula, our experience suggests that a significant mismatch can prevail between their expectations and students' understandings (Arkoudis &amp; Tran, 2010), due in part to students' lack of familiarity with cultural and institutional norms. Too often this is framed in terms of a 'deficit', mostly related to students' language proficiency (Jin</p>	<p><b>Rapid Acculturation Mateship Program: A 19-Week Peer Mentoring Intervention to Facilitate Adjustment</b> Dr Andre Pekerti (University of Queensland)</p> <p>This seminar presents the theoretical rationale, activities and reports preliminary findings and impacts of the program of The Rapid Acculturation Mateship Program (RAMP). RAMP involved a 19-week formal program connecting incoming international students (RAMP Participants) with domestic students. The main purpose of RAMP is to create positive contact experiences for both international and domestic students (RAMP Mates) by facilitating rapid adjustment to UQ and Australia for international students and reciprocal learning of cultures for domestic students. The program involved organised workshops for domestic students, organised social activities, fitness programs and city based activities initiated by the RAMP team and Participants. RAMP was implemented in semester 1 (2018) in the Business faculty, and</p>

	<p>&amp; Schneider, 2019). As academics who seek to provide a safe learning space for all students, we have the opportunity in our classrooms and consultations to explore and reinforce the value that international students' individual strengths, alternative worldviews and cultural insights bring to our university. In this paper, we critically reflect upon issues related to internationalisation in academic literacy practice. We attempt to surface the implicit assumptions in our own work (Fook &amp; Gardner, 2007) and consider ways to further develop our own cultural competence as educators, to formalise and share our knowledge, and to close the feedback loop between academic literacy specialists and other university stakeholders.</p>	<p>implemented in the Business, Economics and Law Faculty in semester 2 (2018), and now as "Business Global Mates" to the BEL Faculty.</p> <p>It was predicted that RAMP would facilitate better acculturation and well-being of international students in their first semester at UQ and/or an Australian University. Further that RAMP Participants and Mates would also develop as individuals, including improving their cultural intelligence. Findings support these predictions.</p> <p>International students are now the life-line of many Universities, as such, this is an important program to enhance the student experience of our first year under- and post-graduate international students. It also provides the opportunity for local students and other students the opportunity to mentor their peers for a 19-week period.</p>
<p><b>1:10PM – 1:55PM</b></p>	<p><b>2<sup>nd</sup> Keynote Presentation - Sustainable approaches towards teaching and engaging with international students: Learning outcomes and life experiences</b> <b>A/Prof Ly Tran (Deakin University)</b></p> <p>As of July 2019, there were close to 690,000 international students in Australia. International students have the potential to make enormous contributions to Australian universities and the broader community. However their contributions beyond economic worth are not often well recognised and built on. How to create a balance between gaining destination attractiveness, ensuring quality internationalisation and capitalising on the potential of international students for Australian Universities is integral to sustainable approaches to internationalisation and working with international students. This presentation will draw on the notion of conducive connectedness to explore the key tenets of sustainable approaches to teaching and engaging with international students. It will discuss sustainable approaches to engaging with international students in terms of content of the curriculum, pedagogy and interactions. It will underscore the importance of sustainable engagement and continuing support for international students beyond graduation. The presentation will also highlight how sustainable approaches to working with international students are interlinked with sustaining long-term international enrolment targets and the government's agenda in using reciprocal mobility to engage with the Indo-Pacific.</p>	

**2<sup>nd</sup> PARALLEL SESSION**

**Chair:** Belinda Chambers

**Chair:** Dr Arlene Harvey

**2:10PM –  
2:40PM**

**Towards Global Academic Cultures: Teaching Chinese students in Australian Universities**

**Prof Wanning Sun (UTS); Dr Penny O'Donnell (University of Sydney); Minran Liu (University of Sydney); Liangyu Sun, (University of Sydney)**

Academic cultures, like media systems, are mostly anchored in specific national contexts, which shape knowledge creation, teaching and learning practices, and notions of sociality. While internationalisation of higher education encourages scholars and students to move beyond geo-political boundaries and adopt broader perspectives, it does not necessarily foster cosmopolitan scholarship, intercultural education, or engagement and dialogue between cultural strangers. Instead, international students are often expected to somehow adjust to existing academic offerings, approaches and expectations. Over the past few years, international students from China have become controversial figures amidst alarmist media claims about the Chinese influence. At the same time, due to the growing number of Chinese students in Australian universities, questions are being asked about how to conduct increasingly global classes in which students have stratified language proficiency, diverse learning styles, and different political sensibilities. Engaging with these issues and focusing on the specific experience of international students from China, this team presentation includes perspectives from students, tutors, lecturers and researchers within humanities and social sciences degrees. Together, the presentation outlines some key challenges and opportunities facing internationalisation in Australian universities.

**'Speak & Connect': Building a sense of belonging for international students**

**Dr Lydia Dutcher, Katherine Olston & Dr Amanda Collins (University of Sydney)**

With strong growth in international student enrolments across the Australian higher education sector comes a responsibility to prioritise, adapt to and support the needs of these students. In 2016, the University of Sydney identified the international student experience as a key strategic priority. As a university English language centre with extensive experience in meeting international students' linguistic and engagement needs, the Centre for English Teaching (CET) is contributing to this strategic priority. Through the 'Speak & Connect' program, initially modelled on Monash University's award-winning 'Let's Chat' program and adapted for the University of Sydney context, CET is supporting the transition experience of international students. The program consists of a series of peer-facilitated conversational workshops, which aim to build communicative confidence in English, raise awareness of the socio-cultural landscape in which students are newly-located and foster a sense of connectedness and belonging (Lizzio, 2006) to the wider university community.

In this presentation, we will present the results of a research project that focuses on participant perspectives on the efficacy of 'Speak & Connect' in achieving the stated aims. Based on analysis of data collected during three iterations of the program, including focus groups, surveys, and self-assessment, these findings provide insights into the university transition experience for international students and the interplay between communicative skills in English, cultural understanding, and belonging at university.

2:40PM –  
3:10PM

**The Psychosocial Development of Chinese Students in an Australian Business School**  
Dr Helen Parker (University of Sydney)

This longitudinal study examines the developmental accomplishments and challenges of Chinese students, undertaking a postgraduate degree program in Australian Business School and is underpinned by Robert Kegan's (1982, 1994) constructivist-developmental theory. Firstly, the Subject/Object (S/O) developmental stages of 21 Chinese students were ascertained and were found to be in line with previous studies conducted amongst Westerners (e.g., Bartone, Snook, Forsythe, Lewis, & Bullis, 2007). Participants were predominantly at the Stage 3 *socialised* way of meaning-making with a substantial number also in transition from socialising to *independent* self-authoring Stage 4. After two years, eight of the Chinese students had their S/O stages reassessed, and all but one of the students had increased their S/O stage scores, by at least one sub-stage. These findings suggest that Chinese students are not delayed in their development by cultural considerations such as collectivism and power distance, and are able to psychosocially progress while undertaking Australian higher education.

**Teaching Gender and Cultural Studies in Australia as part of Asia: Reflections on classroom politics and pedagogies**  
Dr Shawna Tang & Dr Christen Cornell (University of Sydney)

Gender and cultural studies is, at its core, a pedagogical project for social and political change. Students are invited to new ways of thinking and acting in the world, shaped by intellectual traditions evolving from various social movements around race, class and feminism in mostly Western nation-states. Our students' imaginations are very much captured by these political possibilities, including international students whose reception and interpretation of these knowledges are filtered through different cultural contexts and in different language registers. Teaching gender and cultural studies in Australia with increasing numbers of international students from Asian countries presents a range of practical, intellectual, and ethical questions. How might we translate different intellectual traditions and languages across local and international student groups, in ways that enhance learning for both cohorts? How might we be implicated in the reshaping of international students' imagination of their own genealogies, and their futurities? What colonising logics might unwittingly be reproduced in our curriculums that are expressly committed to the rhetoric and activism of decolonialism? This article investigates the effects, challenges and possibilities of teaching Gender and Cultural Studies to local and international students in Australia through the perspective of two practitioners in gender and cultural studies.

<p>3:10PM – 3:40PM</p>	<p><b>Intercultural communication in student-supervisor relationships: Performance and engendered identification of conflicts and failure</b> Dr Lien Pham (UTS)</p> <p>In this paper, I reflect on a support program for first year international higher degree for research (IHDR) students at an Australian university. The program runs twice a year for newly arrived IHDRs. It comprises two workshops focusing on intercultural communication for IHDRs and one workshop focusing on intercultural competence for IHDR supervisors. Drawing on Stuart Hall’s concept of identity, my reflections will focus on the program participants’ perceived value of intercultural communication for supervisor-student interactions based on their in-class discussions and written exercises in six workshops in the last two years. Students initially assigned a performative role to intercultural communication to allow them to understand assigned tasks by supervisors. Throughout the workshops, they developed a more nuanced view about intercultural communication as an enabler of shared experiences with others, and with that a sense of shared identity with other students in the workshops. Supervisors also viewed their relationships with IHDRs through a performative lens, placing importance on cultural competence to understand why some students failed to complete tasks. Both students and supervisors perceived challenges in terms of the content of the tasks as well as the communication of the tasks. This focus on performance seems to assume “differences” - although not always related to culture - with tasks failure or conflicts, which position them as “us” and “them” and a regime of power formed between the “us” and “them”. This <i>positioning</i> forecloses the opportunity for either to reframe the situations of conflict or failure to intercultural experiences that they can enjoy and put them on a more equal basis. My reflections call for finding innovative and authentic ways to give students and supervisors from diverse cultures space and place to connect with each other outside of the work contexts and institutional demands for performance.</p>	<p><b>Building lasting professional relationships: Learning from the expectations and experiences of doctoral students from abroad</b> Dr Alexandra McCormick and Dr Matthew AM Thomas (University of Sydney)</p> <p>Higher education institutions around the world are increasing their recruitment of international students as a means to ‘internationalise’ and increase external income in an era of neoliberal reforms. While the literature on providing supports for higher research degree international students continues to proliferate, scant research explores the ways in which international doctoral students aim to leverage their academic experiences, professional connections and newly acquired social capital beyond their candidature (Maintain, 2015; Pearson, Cumming, Evans, Macauley &amp; Ryland, 2011; Wang &amp; Li, 2011).</p> <p>This research employed critical globalisation and post-colonial theoretical frameworks to analyse how expectations and lived experiences of doctoral students link to how these students may envisage their future collaborations, contributions, and involvement in research and teaching upon completion of their degrees. The paper draws on survey and focus group data, and the findings suggest that, while doctoral students expressed mixed expectations, experiences and relationships during their candidatures, most sought to extend connections post-study, and could benefit from connections and procedures to support their post-doctoral professional endeavours. The paper concludes with a call for reconsideration of international doctoral education, and contributes to the nascent body of research on international doctoral students in Australia from critical globalisation and decolonising, postcolonial perspectives.</p>
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